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ABSTRACT

This paper explores standards and criteria that can be used to judge the validity of qualitative data as evidence of educational improvement. The paper reports on a self study of the educative relationship between two teacher educators: Pam, from a university school of education, and Moyra, director of an inservice education program at a large comprehensive school. Pam is also Moyra's supervisor and the work Moyra facilitates within her school is the substance of her Ph.D. thesis. The study concerns action research, a form of self reflective enquiry for practitioners to improve their practices and the context in which they work; an adapted version of memory work is used in this research. The paper describes the educational values that underpin this partnership of school and university, and demonstrates how the two teacher educators try to live these values in their own practice. It provides an explanation of their motives and actions as teacher educators in relation to these values through an analysis of specific data and presents this explanation in the form of two stories. Results of the study indicate that the use of memory work in the methodology and story as a way of representing the outcomes of educational research are substantial additions to the methodology of self study within action research. It is intended that the paper will enable its readers to draw conclusions about the significance of a co-researcher self study action research approach to the emergence of a distinctively educational research that makes a contribution to the development of a new form of educational theory. (Contains 44 references.) (ND)

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Working in Partnership to Implement Teacher Research

Pamela Lomax & Moyra Evans

(Paper presented at the Annual Conference of the American Educational Research Association, San Francisco 1995)

ABSTRACT

This paper is presented within the framework of a self study of teacher educators. The teacher educators concerned are Pam, from a University School of Education and Moyra, from a large Comprehensive School. The paper focuses on the way in which they have collaborated to bring about the accreditation of teachers' school based action research for a University Award.

The self study itself is about the educative relationship between Pam and Moyra. Pam is also Moyra's supervisor and the work Moyra facilitates within her school is the substance of her Ph.D. thesis. In looking back over the progress of their partnership, they use an adapted version of memory work. They choose to focus on two events in the past, both of which have been captured on audio tape: the first a meeting between two external assessors, themselves and teachers from the School in which the teachers explain about their work; the second a meeting between Pam and Moyra to discuss some of the ethical issues arising from Moyra's research. The outcome of using memory work to explore these events is presented in two stories which become the basis from which further work may proceed in the future.

The paper describes the distinctly *educational* values that underpin this partnership of School and University and demonstrates how the two teacher educators try to live these values in their own practice. It provides an explanation of their motives and actions as teacher educators in relation to these values through an analysis of specific data and presents this explanation in the form of two stories. It is hoped that the use of memory work in the methodology and story as a way of representing the educational outcomes of the research are substantial additions to the methodology of self study within action research.

The paper attempts to open up a discussion about standards and criteria that can be used to judge the validity of the qualitative data presented in the paper as evidence of educational improvement. It is intended that the paper will enable its readers to draw conclusions about the significance of a co-researcher self study action research approach to the emergence of a distinctively educational research that makes a contribution to the development of a new form of educational theory.

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Working in Partnership to Implement Teacher Research

Pamela Lomax & Moyra Evans

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> [Tape 1:1] One of the reasons I wanted to join this group was because I wanted to look at my practice. I didn't think I was relating smoothly with colleagues and certainly the frustrations that I felt in the classroom were quite frankly oppressing me. I realised that the results I wanted for children to achieve and for me to achieve just were not happening and I began to really worry about my practice. And then, coincidentally, the opportunity for me to attend the group on action research .... .

The writer is a member of a group of teachers in a British Secondary School who are writing accounts of their research for accreditation at Post Graduate Diploma level by a University. It is an initiative in open learning set up between Kingston University and Denbigh School. The teachers follow an action research methodology, selecting their own area of focus, using experiential learning and working in collaboration with colleagues to develop reflective practice. In this paper we present a self study of our partnership as we have developed and implemented this work; that is Pam, the Kingston University tutor, and Moyra the Deputy Headteacher from Denbigh School. Moyra is also a research student at Kingston University and Pam is her supervisor.

Our aims in preparing this paper are:

> [a] to describe the distinctly *educational* values that underpin the initiative and argue that they include an imperative to live these values in practice for all the parties involved;
>
> [b] to evaluate our own motives and actions as teacher educators in relation to these values through an analysis of specific data;
>
> [c] to use the outcome of this study to consider the standards and criteria that have been developed for making judgements about the validity of educational action research; and
>
> [d] to draw conclusions about the significance of a co-researcher self study action research approach to the emergence of a distinctively educational research that makes a contribution to the development of a new form of educational theory.

The Denbigh School Programme of In-Service Education

The Post Graduate Diploma in Action Research is the award associated with an open learning scheme developed by Kingston University for groups of teachers in individual partner schools and colleges. The programme meets the needs of teachers, particularly women teachers, who are unable to attend courses outside the workplace due to personal and family commitments. Study involves a flexible and open learning approach which enables teachers, through an emphasis on critical reflection on practice, to develop a variety of personal qualities and high level transferable skills. Each teacher negotiates an individual programme of work, its relevance and appropriateness being decided by the teacher and her line managers within the school. As the enquiry progresses teachers develop criteria against which they want their work to be judged.

The flexibility of the scheme enables teachers to improve the effectiveness of their teaching while working within goals identified in their School Development Plan, which is the school's equivalent of business objectives. The programme at Denbigh School is facilitated by Moyra Evans, the deputy head responsible for staff development. The structures supporting teachers who register for the programme include small staff development groups that meet periodically, tutorial sessions specifically related to individual action research projects and whole school staff development days.

Kingston University provides consultancy support for the school based tutor, open learning materials to support the action enquiry and opportunities for teachers at Denbigh to participate in weekend seminars and workshops at Kingston. Assessment is in two parts, the first part *peer validation*, taking place within the school. The term validation is used to describe the way in which the professional significance of the work is judged. The teacher whose enquiry is being validated makes an oral presentation to a panel of colleagues in which she makes claims about how she has attempted to improve the effectiveness of her teaching and provides evidence, such as video recordings or examples of childrens work, to support this. If the validation panel decide there is evidence of improvement, a report is written and submitted to the University for assessment and accreditation. Only work that has been validated in school as showing evidence of professional improvement is considered for accreditation by the University.

What is Action Research?

Action research is a form of self reflective enquiry undertaken by practitioners who want to improve their practice and the contexts in which they work. There are many models of action research based on different ways of achieving this goal. (Elliott 1993, Evans 1991, Griffiths & Tann 1991, Kemmis 1988, Lomax & Parker 1995, McNiff 1993, McTaggart 1994, Somekh 1994, Winter 1989, Whitehead 1993). Some people have criticised action research that is done in support of institutional and management goals (Griffiths 1990) but we would argue that these criticisms are not appropriate to situations in which such goals are negotiated or to collaborative communities such as that at Denbigh School (Lomax, 1990).

Pam's approach to action research is informed by six principles which she has developed over time (Lomax 1986, Whitehead & Lomax 1987, Lomax 1989, 1990, 1991, 1993, 1994a, 1994b, 1994c 1994d, 1995). Moyra and the teachers at Denbigh school have adapted these principles so that they more clearly reflect the development of their own learning community. Pam's principles might be seen as a starting point from which Moyra and Denbigh teachers have moved forward. The principles are not prescriptions for action research but ideas that are offered to others for them to apply and adapt as they see fit.

PAM'S PRINCIPLES

* THAT ACTION RESEARCH IS ABOUT SEEKING IMPROVEMENT BY INTERVENTION IN SUCH A WAY THAT WHAT COUNTS AS IMPROVEMENT IS ADDRESSED AND ROUTINE EVERYDAY PRACTICE IS TRANSFORMED INTO PRAXIS, WHICH IS MORALLY COMMITTED ACTION.

* THAT ACTION RESEARCH INVOLVES THE RESEARCHER AS THE CENTRAL FOCUS OF THE INVESTIGATION, RESEARCHING PRACTICES THAT ARE INTEGRAL TO THEIR PROFESSIONAL VALUES SO THAT THE RESEARCH IS TRULY FORMATIVE, FACILITATING CHANGE AS PART OF THE PROCESS ITSELF, NOT AS A RESULT.

* THAT ACTION RESEARCH IS PARTICIPATORY AND OTHERS ARE INVOLVED AS CO-RESEARCHERS RATHER THAN INFORMANTS, SO THAT CRITICAL COMMUNITIES OF PEOPLE ARE FORMED.

* THAT ACTION RESEARCH IS A RIGOROUS FORM OF ENQUIRY LEADING TO THE DEVELOPMENT OF THEORY FROM PRACTICE.

* THAT ACTION RESEARCH IS ABOUT SHARING IDEAS, INTERPRETATIONS AND CONCLUSIONS WITH AN "EDUCATED" AUDIENCE WHO ARE ABLE AND WILLING TO JUDGE THE AUTHENTICITY AND RELEVANCE OF THE WORK TO A PARTICULAR PROFESSIONAL CONTEXT.

* THAT ACTION RESEARCH NEEDS TO BE PUBLIC AND PUBLISHED SO THAT IT CAN INFLUENCE OTHERS' PRACTICE AND INFORM POLICY.

MOYRA'S PRINCIPLES

* THAT ACTION RESEARCH IS ABOUT IMPROVING THROUGH INTERVENTION AND DEMANDS RIGOROUS PLANNING, OBSERVING, COLLECTING OF DATA, REFLECTING ON IT, REPLANNING, AND VALIDATING CLAIMS TO LEARNING.

* THAT ACTION RESEARCH IS ABOUT UNDERSTANDING AND DEVELOPING OUR SENSE OF OURSELVES, THROUGH LISTENING, TALKING, SHARING, AND SUPPORTING.

* THAT ACTION RESEARCH IS ABOUT BUILDING A LEARNING COMMUNITY WHICH RECOGNISES THE CENTRALITY OF FEELINGS, AND THE NEED TO EXPRESS THESE AS PART OF THE LEARNING PROCESS.

* THAT ACTION RESEARCH CAN USE FICTION TO STIMULATE REFLECTION AND TO CHALLENGE TAKEN FOR GRANTED ASSUMPTIONS.

*THAT ACTION RESEARCH IS OUR OWN VOYAGE OF DISCOVERY ABOUT OUR LIVED EXPERIENCES - USING LITERATURE - PROPOSITIONAL, EMPIRICAL AND CASE STUDY TO SUPPORT OUR THINKING ABOUT OUR PRACTICES.

* THAT ACTION RESEARCH CAN BE REPORTED AS A STORY OF OUR DEVELOPMENT, USING AESTHETIC QUALITY, ACCESSIBILITY, COMPELLINGNESS OF THE TEXT, AND AUTHENTICITY, AS CRITERIA FOR JUDGEMENT ON THE DESCRIPTION AND EXPLANATION OF OUR EDUCATIONAL LIVES.

Using Action Research at Denbigh School

In setting up the work at Denbigh we followed a course of action that can be seen to be in line with our action research principles. We have:

* established a value position and a plan (documented the development and academic validation of the programme),
* monitored the action (gathered data about the implementation and outcomes of the programme),
* described and explained our practice (taken accounts from different perspectives and treated them to analysis and critical reflection),
* tested our explanation (by comparing the description and explanation of our action with standards and criteria established for action research),
* validated our claims (presented our work to different groups who have listened to and been convinced by our explanation).

We have an archive of data that describes this course of action, including documentation relating to course validation by the University, records of personal observations and reflections by the principal researchers, recorded feedback from key people, teachers' descriptions of their action research and teachers' case studies. In this paper we intend to look at two small pieces of this puzzle as we want to focus specifically on our own relationship and values as the basis upon which the partnership has succeeded. In order to do that we have used a method of self study called memory work.

Memory Work as Self Study

Action research includes a strong tradition of critical reflection on one's own values and actions, and in this sense self study is an integral aspect of it. In the self study we present in this paper we wanted to explore, in more depth than usual, the educative relationship that made possible our partnership in developing the Denbigh School initiative. To do this we decided to use a method called *memory work*. Memory work is particularly apt for self study as it is only possible if the object and subject of the research are the same, where the object of the research becomes the researcher. Memory work is a method for a collective investigation of experience, where each member of a group can draw upon her own experience in order to help another understand hers better.

The seminal work on memory work can be found in a paper by Frigga Haug and others (1987) about *Female Sexuality* and has been used by women such as June Crawford (1992) and her colleagues who explored *Emotion and Gender*. More recently Michael Schratz (1994) has written about the use of memory work as collective self reflection within an action research perspective. Haug and Crawford emphasise the importance of working towards a group understanding of a shared concern resulting in a contribution to knowledge. In this way they conceived memory work as active and interventionist leading to possible social reconstruction rather than an airing of merely personal feelings and interpretations.

The method of memory work is often based on the use of story. Individuals write stories about some aspect of their life and present these stories to a group to discuss, not as a representation of the self but just as a story. By drawing upon the others' experiences of similar events the author can clarify her own active part in the events she has described and place them in a broader social and political setting. As a result of the discussions, the author goes away and rewrites the story, not necessarily to change her fundamental beliefs about things that are expressed in the story, but perhaps to give a different emphasis on some aspect of it that has emerged through the discussion. Often the stories are written in the third person, with the author being represented by a fictional character thus enabling her to stand back from her own experience. The stories focus on the historical "I" that has created the meaning so that it can become the subject of an interrogation by the group. It is not just the words of the story, but the gaps and spaces in the account, the things written between the lines, that are explored.

Haug's work is particularly interesting because it is based on a well articulated ontological position. She rejects views

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of socialisation which "coyly circumvent the active participation of individuals in their formation as social beings" p33 in favour of seeing people as active participants, playing a part in creating the structures that confine them. Memory work is a means of deconstructing past experience so that we can take control of what we choose to be.

An Adaptation of Memory Work

For our own self study we, Moyra and Pam, have adapted the method of memory work described above. We will focus on our work together creating the Denbigh scheme, an innovative approach to teacher in-service education which has recently won an award in an open learning competition. Our accounts about this work exist in archived data about the partnership: in written records and tape recorded conversations. They were not produced specifically for self study purposes, but they could be seen to represent the stories we have told to each other and the plays we have created and recorded about our work.

We chose to focus on two texts which are transcripts of conversations that took place during the course of our partnership. We dealt with both transcripts in an 8 hour session that took place in February 1995, 9 months and 2 years after the taped meetings had taken place. The procedure that we adopted was that we each focused on one of the texts which we carefully read, highlighting words, sentences and passages that we though were significant. We then took turns to help each-other explore the chosen texts, extrapolating new meanings and reading between the lines. We recognised the difference between what we intended to do as a group of two whose stimulus was to be texts of conversations recorded in the past and what Haug and others had done, which was to write stories specifically for a group to discuss with a definite intention in mind in writing the story. We were aware of the importance of other people in the circle and conscious that we would miss their different perspectives. However, we relied on the fact that in the intervening period between the original discussion from which our text was created, and the present, both of us had changed and could bring a fresh perspective to the old issues. We also thought that we could treat our voices in the transcript as if they were the voices of other people as to some extent the transcript itself objectified our earlier conversations. In this way we were able to stand apart from ourselves in order to see the praxis emerge more clearly. We taped our conversations so that we could use the records as a basis for us each to write a further story. These stories represent the outcome of our memory work, the form of the story itself being the vehicle through which we have chosen to represent our study.

Setting Scene One

It was a meeting in which Moyra, Pam and six teachers from Denbigh School had presented their work to two people from Industry who were acting as assessors for a prize for innovative partnerships in open learning. Competing for the prize, which was for £5,000 was Pam's idea. In fact, the teachers at Denbigh had had very little contact with Pam, although Moyra had used some of Pam's work with them so that they knew who she was. The transcript is mainly of the teachers' voices as they talk about their own action research. The part that Pam played in their research is invisible in this text.

Pam highlighted parts of the transcript that seemed significant to her. She underlined words and metaphors that she liked and also passages where she thought the teachers' work reflected her own educational values. Moyra used the highlighted passages as a prompt *to help Pam explore* the connection between what teachers said and the *invisible part* that Pam had played in their research. This method of jointly reflecting on a shared experience enabled both Pam and Moyra to reach new understandings about their partnership.

THE FIRST STORY

[Tape 3:9] ....we have all done rather stodgy learning theory at some point in our teaching careers ..... something that is in a book ... and then we go into a classroom and where do they link up? One of the most stimulating sessions was when we were doing learning theory that came out of a colleague's story. Have you heard about the stories? A colleague had written a story about the action research group and how we had benefitted from it and why .... and in

discussion we were asking: Why is this producing effective learning? What is it about this group? When does this happen in the classroom? What can we do in the classroom to create the atmosphere we have got in the group? .... that was so stimulating that all of us went away thinking about what we could do in the classroom to improve learning .... ***and actually we were dealing with learning theory....***

Pam: the first of my six principles of action research is that action research involves an intervention in practice to improve practice ..... of acting intentionally to bring about improvements to which one is committed ..... this is a feature of action research that is unique to all educational research ..... I am distinguishing ***educational research*** *from* ***research on education*** *that is conducted from a social science perspective (Lomax 1994c) ..... that is not educational research ..... I agree with Whitehead (1993) and McNiff (1992) that as educational researchers we work towards creating a good social order ..... researchers working within scientific and social science paradigms abdicate their responsibilities for a good social order by claiming a specious objectivity that removes them from the concerns of our real, practical, world of teaching and learning.*

[Tape 1.1] .... from the first meeting I realised that it was going to be unlike any learning that I had experienced, it was going to allow me to focus on an area that I thought was going to be important and to be able to use my own classroom practice ..... it's this bringing to the fore my own agenda .... [Tape 2.8] and it's just been amazing the way I think I have enjoyed and experienced and in some ways refined and improved this phenomenon which is action research .... that's just been amazing, it's encouraged a form of quality of learning, a quality of ownership, an engagement .....

Pam: all the words I underlined were words about action research as distinct from other kinds of research. They demonstrate really well the exciting thing about practitioner research where you have ownership of your own work ..... where you can make your own choices .... the words describe active participation in one's own learning ... and that is one of the aims I would have in most of my teaching ..... to make my students active learners ..... there are also teachers' statements about what their pupils have achieved as a result of their action research, for example the teacher who talks about the way in which her action research "cascades down into the classroom" and the teacher who describes how she felt she "was walking on air" after a child had shown his appreciation of the lesson. It is the knowledge that there is a possible link between me in the University, through to Moyra in the school, to the teachers implementing it in their classroom and the children being excited..... that makes me want to explore the process further.

Pam sees the action research of Denbigh teachers as a celebration of her own values about learning and research. She can connect to their work through Moyra. Moyra questions this position and points to the hierarchical relation of Pam and Denbigh teachers. Pam sees a correspondence between her position and that of Moyra because Moyra must look to evidence of improvement in pupils' work to judge her success in working with the teachers, as Pam must look to improvement in teachers' work to judge her success in working with Moyra. The fact that the teachers express Pam's values so clearly seems to validate her educative work with Moyra.

[Tape 4.24] I've tried out various things with various classes and I've always been very out front with them ..... and one day one student at the end of the lesson ..... he came up and said ..... I just wanted to say something, that it's the best lesson we've ever had ..... and I felt I was walking on air ..... this child had said this, and that was a direct result of what we had been doing ..... and yes I think the students do notice, because there is a huge difference in me now and I am a different person and they can't fail to miss that .....

Pam: the fact that a teacher can claim to be a different person and that her pupils "cannot fail to miss that" is evidence for me of the transformational potential of teacher action research. I believe that we are capable of affecting things and making changes for the better ..... and a lot of people don't seem to think that ..... they seem to believe that one's life history controls the possibilities of what they can do.

[Tape 8.41] Chris came to that particular tutorial with worries about whether she would pass, she was going to be tested on this at some stage ..... and then she realised how it was actually going forward ..... and how she was a part

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of it ..... and she knew she could do it ..... but it was a different way of learning from how she had experienced it before and chiefly it was the use of story that helped Chris to overcome some of her worries about how to do it.

How does Pam interact with Moyra to enable Moyra to go and interact with teachers? Is Moyra's part in the relationship simply that of a student who has been active in constructing her story for Pam, her teacher, to critique?

Pam: I don't see it as a one way relationship. My values and practice have been clarified and transformed as the educative relationship with Moyra has developed. Moyra has played an active part in creating this relationship and has recreated and transformed it (not reproduced it) in her relationship with Denbigh teachers.

It has been on the basis of this joint learning and research that Pam and Moyra have, together, been able to set up this action research partnership between Denbigh School and Kingston University, and been able to persuade their separate organisations that this is a mutually beneficial thing to do. The evidence of this developing relationship is contained in an archive of taped discussions between Pam and Moyra which Moyra has in her own research archive. We believe it will be made transparent in the stories we write as a result of our memory work.

Pam: I also see myself reflected back when I read Moyra's writing, some of which has been based on transcripts of taped conversations between us ..... and when I respond to Moyra's writing, by writing in the margins of her papers, I am taking an active part in Moyra's construction of meaning from our relationship.

[Tape 8.42] ..... that's been so integral in my write up, my use of the story, and I might add very pleasing as well ..... but the nature of this learning is so very different and it's more active ..... and I've been involved with courses beforehand, part time courses where one's received packages of material and one's attended tutorials and one's had all manner of support from fellow students ..... but I have never been able **to site the agenda,** perhaps utilize experience ..... in the way that I have been able to do on this particular course.

The writing of Frigga Haug (1987) suggested to us the division of labour between writers and authors, between writing and literature. Moyra is worried that Denbigh teachers do not get on with "writing up the account" although she has seen that they have done the action research and can defend their claims to have improved their practices. Pam is concerned that the external examiners will find the teachers' reports unacceptable because they are not embedded in the traditional literature reviews. But Moyra has seen teachers' stories and heard them read from their diaries; and the teachers' reports that Pam has read communicate directly, as one "I" to another, the authentic lived experience of having been part of a process of educational change. Should we demand more than this? Do we not ourselves, Moyra and Pam, use writing as "a transgression of boundaries, an exploration of new territories" and so "become involved in the destruction of culture" that Haug describes so well? What kind of writing do we demand that disables highly literate people from explaining in written words the work they have done?

[Tape 10.49] For a long time I was a little perplexed because I thought this can't be really educational because it seems to be so me-centred ..... forgive me but this was my process of growing! I then began to think, well no, its trying to use everything that is happening to me in my professional experience and understand it ... it was all right to be doing something with a colleague ..... and it was all right to be using some concerns and showing how I unknotted the problem of what was going to be my focus through a narrative .... it was just lovely really.

As action researchers we are me-centred when we take measures to live out our educational values. Whitehead (1993:67-77) says that as "living contradictions" we must constantly strive to resolve an unresolvable state if we are to improve our practice as educators. To do this we must be able to stand back from ourselves and see ourselves as others see us. But we do not find it easy 'to look into our own eyes' or 'to understand our own understanding'. Moyra uses writing to help her stand back from her own understanding. She uses "fictional" writing to bring together her experiences and her feelings and her thoughts about what is happening. By putting them into a story she is able to understand better the experiences that she has already been through and thought about, in ways that she would not have dreamed other than through writing.

Pam: .... offering my writing to other people to read is a way of getting different challenges to my thoughts from a lot of different perspectives ..... this is a form of selves-study that has its own problematic for me .... I find it is problematic where individuals stand in an unequal power relationship to me as in the teacher-student relationship when I may be identified by the other as the expert .... I recognise that this power relationship inhibits honest feedback at all levels: in the classrooms in which Denbigh teachers work; in the action research group which Moyra facilitates; and between myself who is the supervisor and Moyra who is working towards a doctoral thesis.

..... my solution is to play the devil's advocate by arguing alternative cases and getting a range of critical responses. These responses create the data for a form of dialectical critique (Winter, 1989:38-68) that I use reflexively to challenge my own assumptions and question my own practice. This is private and reflective. I do not keep a diary but I run the ideas through my head like a play that is repeated over and over again. My writing in the public edited form of an academic paper is my subsequent response.

But is such a paper an acceptable representation of Pam's self study? Should the personal and private "I" speak more directly as the teachers "I" speaks in their stories. Why should their fictional "I" be more authentic than the "I" that is author of the academic paper and can claim its words, its thoughts and its values as true representations of an intended meaning in a chosen form?

[Tape 9.48] We talk at great length about what it is about these meetings that means we stay there till six o'clock, six thirty, without worrying and having to rush off home ..... whereas with other meetings, by the time you get to five o'clock you are looking at your watch thinking I'm going to go. The meetings are so engaging. Why is this? What is it about this group? ..... and it isn't the people because we probably work more closely on a day to day basis with other people or with our tutor teams or whatever. It is the nature of the work, because the work is so personal to us, so important to us as individuals ..... I always go away from here feeling so much better .... the stresses and worries and the tiredness have gone, I feel fired up again to start teaching .....

But our partnership depends on politics as well as people. We recognise the part we have played in persuading our respective institutions that our partnership of school and university is mutually beneficial in a world driven by market forces. But we ask ourselves what will happen when we move on? We are not utterly confident in other people who must take the work forward. We suspect our colleagues' commitments and intentions. Is it a form of paternalism in that we think we know best? Are we acting as gatekeepers to an initiative we do not want to share? Have we antagonised or alienated some of our colleagues because they see us as an exclusive group? Are these the issues we need to address next?

Setting Scene Two

Moyra had confided in Pam, her tutor, her concerns about the ethical questions that were arising in her action research at Denbigh. Pam was particularly interested in action research and ethics at that time and the meeting was partly to consider whether they could write a joint paper about ethical issues in action research. Moyra had made the transcript of the meeting for that purpose, although they had never written the paper. Now, two years later Moyra read the transcript carefully and highlighted the parts that seemed significant to her. Like Pam, with the previous text, she chose underlined words and metaphors that she liked and also passages that suggested dilemmas. Pam used the highlighted passages as a prompt *to help Moyra explore* issues to do with what Moyra has termed hierarchical relations.

The Second Story

'I've just been talking to Pam about that discussion she and I had two years ago to the day, February 23, 1993!' said Self 95, in a musing kind of way.

Self 93 sharpened up her defences.

'Oh?' she said, and the guardedness was there in her voice. Self 95 heard it clearly, but couldn't pull away from what she'd started. It reminded her of when you stick the knife in to see if the meat's done. OK to start with, then gradually

the juices ooze out, gently at first, then faster, and mingled with blood if it's not quite done. Self 95 detected blood in the juice, but she was too impatient to put it back and wait for it to cook. She started to carve.

'We read through the transcript of the tape. Do you remember what it was all about?' she asked.

'Yes' replied Self 93 defensively, 'It was all about my action research and teachers in school, and Harriet and ethics- my ethics if we've got to be open about this- my ethics in writing a story about Harriet, who was one of the teachers, and then not giving it to her so she could see what I'd written.'

'Yes, and if you remember,' gloated Self 95, 'Pam told you at the time that you should have given the story to Harriet. But you never did, did you?'

'No, I didn't,' replied Self 93, 'and I'm very pleased I stuck to my own view on the matter. I'm still convinced that Harriet couldn't have coped with it.'

'Ah, that's all very well, but you never gave her the chance of showing you, did you? You thought you knew best but that was in the days before you'd really thought about giving teachers a voice, letting them speak for themselves. Don't you see it differently now?' asked Self 95 sweetly.

93 was not to be tripped up so easily. She put an obstacle in the way so that 95 would have to slow down.

'Why are you asking?' she enquired, 'What were you talking to Pam about that for anyway?'

She sounded as though 95 didn't have the right to resuscitate the debate.

'Well,' replied 95, importantly, 'Pam and I are engaging in some self study for the AERA conference. I'm really excited - I'm going to America for the first time, and I hope to meet all these people whose thoughts I keep reading. The ones who are interested in stories, and selves and so on'.

93 was pleased to have diverted 95 from probing deeper for a moment or two. But 95 was tenacious.

'Getting back to that discussion, I'm not sure that it was all about ethics now. We went through the transcript yesterday, and highlighted some of the issues we thought were important. It's strange, but we got into quite an emotionally charged debate! All about you, 93! I was pleased it wasn't about me!'

95 realised as she said this that it wasn't really true. But for the purposes of the discussion now with 93, it would do. 95 suspected that the argument with Pam was all to do with her, 95, but she wasn't going to face that yet. Let's tease 93 some more, she thought.

'Yes, why didn't you face up to your Headteacher?' she asked. She had always wanted to know the answer to this one - she was on tenterhooks - would she find out now?

93 went pale.

'Yes, you see,' continued 95 relentlessly, 'Pam said that discussion was all about you - she said it's about 93 and her relationship with the Head, 93 and her relationship with Harriet, 93 and the ethics of all this, and 93 trying to look objectively at herself.'

95 stopped to see how this was going down. Then she said, 'Actually I felt quite sorry for you - I did defend you, honestly!'

Actually of course, what had happened was that 95 had been under the spotlight, not 93 at all. 95 hadn't liked it, so was looking around for someone to blame, so that she could feel better.

Pam had started it all off when she picked on something that 95 had said when she was 93 - 'No, but the Head tends to be right an awful lot of the time' and Pam had disagreed with this. She didn't think the Head was right all the time, and implied that 93 should have known that. 95 felt guilty because she recognised that she should have challenged the Head more than she did - both as 93 and 95, but hadn't. She didn't want to know why not. She knew why not and she didn't want to talk about it. She didn't want Pam to know. And certainly she didn't want the rest of the world to know. Particularly not the highbrow researchers in America. Actually, the person she didn't want to know more than anybody else, was the Head.

So she'd said to Pam, 'This self study is all very well, but if a self doesn't want to face herself, I think she should have the right not to'.

'Yes, I agree,' said Pam, in a very obliging and totally surprising sort of way, such that 95 was caught off guard.

Pamela Lomax, Kingston University & Moyra Evans, Denbigh School. AERA, San Francisco 1995.

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'We can say, I don't want to take this any further at this time'.

'Yes,' replied 95, breathing a sigh of relief, 'I don't want to expose this particular dilemma, but in stopping it, you could argue we're not involved in self study, because you've - or in this case - I've put a block across something I don't want to expose.'

'Yes,' said Pam, 'I think that's true. But maybe it is a dangerous thing to do this exposing and we're not ready for it yet.'

95 and Pam had continued their discussion, but none of it was quite so morbidly fascinating as that part.
95 had been in a fog for the rest of the evening. The paella was excellent, but what was she going to do about the self study? She felt very uncomfortable.

She listened to the tape of their discussion as she drove home, swerving belatedly in mid argument when she suddenly realised there was a car perilously much in her way. She tossed and turned in the night trying to make sense of her thoughts. She wrote notes of the tapes. There were two major things troubling her, firstly, why did she feel so bad about the discussion with Pam about the Head, and secondly, how was she going to and indeed, could she, record any self study?

Self 95-1 debated with self 95-2.
95.1 said to 95.2

'This business of relationships - it calls into question all my relationships with people who project themselves as authoritative people - who know what they think, and who know that they know. I cannot penetrate their thinking. If I argue with them, they always know what to say in reply. They aren't ever offput whilst they think of the answer. Therefore, I think <u>they</u> know, and I <u>don't</u>. I see this as a weakness in me, which I hope isn't clear to observers, but I suspect it might be. I don't want other people to see my insecurities.'
95-2 replied

'Is what you mean that you think you are being controlled by people who know? You don't like being controlled, but are at a loss to know how to exert yourself to change the relationship, and you don't want to talk about it because you perceive it to be a weakness, which, if you don't own up to it, no-one will know about!'
95-1 laughed and said,

'Yes, that's about right. And why should the rest of the world need to know this?'
95-2 replied,

'Perhaps because, until you've thought it out, you cannot address it properly. You may want to change, or you may prefer to continue to get around the situation as best you can, but at least you will have made a decision about it all.'
95-1 said,

'I can understand what you're saying to some extent. But I still do not see why anyone else needs to know this. If I am to study myself, why can't the whole thing be private?'
95-2 replied,

'Possibly because, as just now, unless you are encouraged into a situation in which you have to confront yourself, you may not do it. Perhaps self study needs to be social from that point of view, in the same way as your action research principles are strongly social, aren't they?'
95-1 retired to think about this.

95 went back to talk to 93. She wanted answers to questions now -she'd quit playing with 93's feelings.

'Why did you try to protect Harriet from seeing her inadequacies?' Self 95 asked Self 93. 'I was protecting her.' replied 93, 'because I thought it would be unkind of me to put her under any more pressure at the time. She wouldn't have been able to cope with it, and it would have been counterproductive.'

'But did you feel that she couldn't speak up for herself? That she couldn't hold herself accountable for her actions?

'No, that's not what it was about' replied 93, 'It's got to do with <u>me</u> and how I would have felt about highlighting her inadequacy in this particular way at this particular time. I felt I had a responsibility to protect vulnerable people and try to bring about change in them, but in less confrontational ways.'

'Like as a parent might protect her child?' asked 95.

'Just so, like as a parent,' reaffirmed 93.

'How would you feel if someone did that to you?' asked 95.

'I suppose I'd feel aggrieved that I wasn't being treated like an equal - if I knew about it. But I wouldn't want to argue about it. I'd try to work my way around it, peaceably, but ultimately, if I couldn't, I'd resign myself to a quiet life. What about you?' asked 93, rather unexpectedly turning the tables on 95, 'What would you do?'

'Me?' asked 95, 'I'm not sure. I don't think I'm much in advance of you on this one! Although maybe I understand better, perhaps! I know I'm able to put a contrary point of view more persuasively than I've seen you do in a straightforward adult to adult relationship, but I fear in a relationship where one party is playing the power part, I'm not a good protagonist. I try to hold adult-adult, but if I perceive the other person to be using the power in the relationship, then I fear I back off. I back off because I want to protect my position by not exposing my vulnerability - if I don't back off, but slip into child-mode then I've lost a lot of self esteem, and I'm not happy with that!'.

An uneasy quiet fell between them.
95 broke it with, 'Looking back at the conversation - just two years ago exactly, there seems to have been a lot of paternalism about!

'Yes, I think I could be accused of being paternalistic in looking after Harriet, and my perceptions of the Head were that she was acting as an all powerful parent towards me - but I don't know that I saw that at the time. What about Pam - where does she fit in all this study of myself?' asked 93.

'I think she sees the study of herself in how well the teachers at our school have taken to the action research process,' replied 95. 'I am looking forward to reading her account. I wonder whether she might see a bit of paternalism in her view of the development of the MA tutors in her own institution? She talks about this on the tape. But that's another story!'

Self 95 had tapes and transcripts and notes and papers all around her. She was deeply into worrying about what her old self might be saying to her new self about the ethics of protecting Harriet, when suddenly she saw a way of conveying her thought about herself incorporating her own work on writing stories. She believed she could show an aspect of the study of herself through a story - she knew she could detach herself from the pain of the self knowledge if she were to write about someone else. Self 93 was the obvious choice. She set to work with enthusiasm.

'I've just been talking to Pam about that discussion she and I had two years ago to the day, February 25, 1993!' she said to Self 93, in a musing king of way.....

Concluding Reflections

Our first aim in preparing this paper was to describe the distinctly *educational* values that underpinned our partnership in setting up the initiative at Denbigh School and to show how it included an imperative for us to live these values in our practice as teacher educators, not just to facilitate them in teachers' work. We believe that our account provides evidence that our partnership has worked to promote educational values in the delivery of teacher education. We claim that the benefits to the teachers of engaging in the programme have been wide ranging. We have evidence from the teachers that they have changed and have developed as people, seeing their work and working relationships differently. They have become more self-confident and share vibrant excitement at learning about themselves and their teaching. They take their renewed motivation into the classroom and search for ways of living out the values which they have come to recognise as being important to them. They have adopted a reflective stance to their teaching, putting improvements in place, and have been actively involved in solving problems, thereby stimulating their creative energy. As a result they have been more successful in their teaching, being more organised, having more harmonious relationships with children, using new ideas which stimulate pupils to take more interest and responsibility for their learning, using participative learning methods which enable children to improve the standard of their work, and using methods which involve childrens' feelings, attitudes and values in experiential learning cycles. We have only been able to include short extracts from teachers about the meaning of their work to them, but there is a wealth and variety of evidence in the accounts that teachers have presented for the accreditation of their work.

Our second aim was to evaluate our own motives and actions as teacher educators in relation to the educational values that we have espoused. Our two stories represent the outcome of our memory work. We have used a different form to represent this from the usual written record, one that is more in line with new ideas about representing research (Coles & Knowles 1994, Lomax & Parker 1995, MacLure 1993). The stories incorporate our new description and explanation and demonstrate the educative relationship of Pam and Moyra, as the basis upon which the partnership in teacher education was possible. What has become clear to us, is that these stories are only a beginning to other memory work. We intend to meet together and challenge each other further on what we have written and redraft our stories in line with the original method devised by Haug and her colleagues. We will also be able to incorporate into this future work the responses we get from our new collaborators at AERA.

Much of our work has been within the institutional contexts within which we spend much of our time (School and University) and we have only been able to provide a glimpse of the political side of implementing successful innovation. Even so we hope that our work provides some evidence to counteract those grim analyses that suggest that in the UK the technical goals of Schools and the bureaucratic goals of Universities always outweigh their educational goals. The circle of events is all important: the University tutor supports the School based tutor; the School based tutor supports the teachers; the teachers' practice changes and pupils benefit; and the theory that teachers are able to extrapolate from the process informs the knowledge base of Education. We hope that our work may suggest a model whereby both School and University can work in partnership to promote education and thus prevent the divide predicted by Cochran-Smith and Lytle in their commentary on teacher research (1990).

Our partnership between institutions has led to educational developments for both. Denbigh School has benefitted from the structure and support which the University has provided, and can claim to be amongst the first providers of an accredited teacher education programme. Teacher research provides new knowledge about the processes and products of teaching. In their case studies Denbigh teachers demonstrate a movement from the technical rationality model of professional knowledge to the continuously growing model of the reflective practitioner (Schon, 1993). The action research has stimulated questions which have no easy answers and has provided the learning climate through which the teachers have shifted their situated frames of knowledge (Evans 1993). It has broken the 'default settings' of their daily lives in classrooms (Barnes 1992) and enabled them to reach out for new understandings. It is the latter that enables us to draw conclusions in line with our fourth aim, about the significance of a co-researcher self study action research approach to the emergence of a distinctively educational (as opposed to social science) form of research. We believe that the form we have used for theorising our work suggests new ways of representing qualitative work that will support some of the arguments being presented in recent issues of *Educational Researcher* (Delandshere & Petrosky 1994, Eisner 1993, Moss 1994, Richardson 1994) and in innovative case studies such as Cole & Knowles 1994, Convery 1993, Ghaye & Wakefield 1993, MacLure 1993, Russell & Munby 1992, Schratz 1993a). Teachers' case studies provide the ammunition with which University Schools of Education can claim their own distinctly educational knowledge base that need no longer rely on that of social science.

The research partnership has opened up some of the practical concerns of teachers in Denbigh classrooms and has supported the teachers in devising and testing solutions to these concerns. As co-researchers we have been concerned to explore the standards and criteria that can be applied to judge the quality of teacher action research and this has meant both increased awareness of how teachers might improve their practices and a need to challenge the standards and criteria usually applied in academia. This has led us to confront what we both mean by educational research and to reach a compromise that suits both School and University. We ask you, our AERA collaborators in self study to judge whether out self study conforms to the standards and criteria we have identified for making judgements about the validity of our own educational action research.

Pam: After Whitehead and Foster (1984) I have identified four standards for judging: ethical standards, standards of rigour and logic, aesthetic standards and practical standards (Lomax, 1994a). These standards give rise to a number of questions that can illuminate the criteria we might use for making our judgements. Some of these questions are more pertinent to the self study aspect of action research than others. Have my educational intentions been exposed, interrogated and subjected to critique so that I have confidence that they are right? Do I strive to put these intentions

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into practice; is my action committed? Has the link between my reflection and my action been established and steps taken to turn reflection into personal and public knowledge? Have I monitored my action and taken steps to get a comprehensive description that is informed by others as well as myself? Have I involved others in my enquiry with full respect for them as autonomous persons who should not be treated as objects? Have I made the research process transparent enough for my descriptions and explanations to be challenged? Are my explanations convincing and authenticated and are the outcomes of my enquiry professionally valid?

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